

[October 1970]

# RUSH-PRESBYTERIAN-ST.LUKE'S MEDICAL CENTER



## RUSH MEDICAL COLLEGE

(FOUNDED IN 1837)

1725 WEST HARRISON STREET  
CHICAGO, ILLINOIS 60612  
October, 1970





JOHN S GRAETTINGER, M. D.  
ASSOCIATE DEAN  
OFFICE OF STUDENT AND FACULTY AFFAIRS

12 November 1970

Rush Medical College has just been reviewed by the Liaison Committee on Medical Education of the Association of American Medical Colleges and the American Medical Association. The site visitors indicated that they were recommending provisional accreditation of Rush and encouraged immediate steps to begin the admission of students into first and third year classes to matriculate in September 1971.

This provisional catalogue describes, in general terms, the character of the College. The curriculum of the first two years clearly will be innovative and experimental. The curriculum for students transferring into the third year will be similar, for our first two classes, to the program which has been available to approximately 80 students in each year in Presbyterian-St. Luke's Hospital under our present academic affiliation. Basic and advanced clerkships in Medicine, Surgery, Obstetrics and Pediatrics are offered, plus electives in all of the clinical subspecialties, Community Medicine and in the basic science departments.





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## CALENDAR

1971-1972

### Fall Quarter

September 27-October 1	Registration and Orientation
October 4	First and Third Year Assignments Begin
December 18	Final Assignments
December 18-January 2	Winter Recess

### Winter Quarter

January 3	Assignments Begin
March 18	Final Assignments
March 18-April 2	Spring Recess

### Spring Quarter

April 3	Assignments Begin
June 17	Final Assignments
June 17-July 4	Summer Recess

### Summer Quarter

July 5	Assignments Begin
September 16	Final Assignments
September 16-October 1	Fall Recess

## HISTORICAL SKETCH

Rush Medical College was chartered by the legislature of the State of Illinois March 2, 1837, the Central Free Dispensary March 14, 1873 and the Presbyterian Hospital in 1884 as its major teaching hospital. In its first century over 10,000 physicians received their training in these institutions on the West Side of Chicago.

A nominal academic affiliation existed between Rush and Lake Forest University from 1887 to 1898, when an affiliation was developed with the University of Chicago, which had been founded in 1891; in 1923 Rush became a component of the University. In 1941, Rush separated from the University of Chicago but continued its corporate existence. The Hospital and the Dispensary, housed partially in College Buildings, formed an affiliation with the adjacent University of Illinois and the staff continued undergraduate and graduate education in medicine and in the biological sciences as members of its faculty. In 1958 the St. Luke's Hospital, which had been founded in 1864, was merged with the Hospital and the Dispensary into two corporations, the Presbyterian-St. Luke's Hospital and the Presbyterian-St. Luke's Health Center which became the major clinical facilities for the University of Illinois College of Medicine.

In October 1969 a new corporation, the Rush-Presbyterian-St. Luke's Medical Center, was formed from Presbyterian-St. Luke's Hospital and Health Center and Rush Medical College. The present academic affiliation will terminate in March 1971 and the members of the professional and scientific staffs of Rush-Presbyterian-St. Luke's Medical Center will again be the faculty of Rush Medical College.

## GOALS

The goal of Rush Medical College is to provide an outstanding environment for learning for graduate students who are to be the physicians of the future. The tradition of the College is to base the learning environment in the health care system. The development in recent years of a continuous comprehensive care pattern, functioning with a single standard of care for all, by the faculty-staff of Presbyterian-St. Luke's Hospital has created a unique environment which will become the "classroom and laboratory" of the College. The Hospital, its patient floors and laboratories, its affiliated institutions, offices of the faculty-staff and communities in which patients live all are part of this environment.

The approach to learning must continue to be the scholarly approach of inquiry. Rush offers the challenge of inquiry not only into the mechanisms of diseases of organ systems but also into the distribution and delivery of health care and into the mechanisms of the disordered environment in which patients live. The faculty believes that inquiry into each of these areas must be available to students if they are to become the physicians who will both continue to learn about and treat the problems they will encounter during their professional careers.



AERIAL VIEW OF RUSH-PRESBYTERIAN-ST. LUKE'S MEDICAL CENTER

- 1 PAVILION, JONES AND MURDOCK BUILDINGS  
patient rooms, physical therapy, research laboratories
- 2 SENN AND RAWSON BUILDINGS  
health center, clinics, research laboratories, animal facilities
- 3 EAST PAVILION  
patient rooms, intensive therapy, operating rooms, auditorium
- 4 JELKE-SOUTH CENTER BUILDINGS  
Rush Medical College classrooms, research and clinical laboratories, health center, administrative and divisional offices,
- 5 SCHWEPPE-SPRAGUE HALL  
student residence, Rush Medical College library, administrative offices, auditorium
- 6 PROFESSIONAL BUILDING  
administrative offices, professional suites, faculty club, computer housing
- 7 KIDSTON HOUSE  
student and house staff residence
- 8 PARKING GARAGE
- 9 McCORMICK HOUSE  
student and house staff residence
- 10 PARKING

## FACILITIES

The fourteen building complex of the Rush-Presbyterian-St. Luke's Medical Center, located on Chicago's near West Side, reflects its rapid and visionary efforts to meet the growth requirements for health care in the City of Chicago. In this complex are four patient pavilions, three research buildings, a professional office building, three apartment and dormitory facilities, an academic building used for paramedical education, a service facility and a day school building for children of house officers and students. In addition to this, the medical center operates a neighborhood health center approximately one mile from its central location.

Although all patient care, academic and research facilities will be used by the Rush Medical College, construction has begun on multi-disciplinary laboratory and classroom facilities on the upper floors of the Jelke/South Center Building. These facilities will represent the most modern laboratory design and will house the most up-to-date teaching devices available. The Administrative offices for the Rush Medical College are also under construction on the upper floors of the Professional Building directly across the street and it is anticipated that all these facilities will be completed and available prior to the arrival of the entering classes in the Fall of 1971. Study carrels for each student will be available in Schweppe-Sprague Hall.

## MEDICAL CENTER DEVELOPMENT PROGRAM

After intensive study began in 1968, a Long Range Plan of Development was programmed to be phased over a five to ten year period. The first phase of the program, scheduled for completion in 1971, will provide additional professional offices, additional research space and the medical school facilities. The next phase, scheduled for completion in the academic year of 1974-75, will provide a new four hundred bed patient care facility, additional academic and research space and additional parking for the patients and staff of the medical center. It is designed to permit an increase in medical school enrollment and the significant expansion of the patient care programs as well as expansion of the graduate and post doctorate programs.

## PRESBYTERIAN-ST. LUKE'S HOSPITAL

"The Presbyterian was founded with two high purposes, caring for the sick and aiding in medical education. The hospital that confines itself solely to the treatment of the sick is somewhat dwarfed. To be kept alive and progressive it should have the stimulus of the necessity of instructing young, active, wide-awake undergraduates, internes and nurses. This addition to the hospital gives us these facilities; it opens to the staff the opportunity of acquiring more knowledge and it also gives us added facilities for research... Unless the spirit of research is in a hospital, unless it pervades the various branches of the medical institution, the educational function of the hospital languishes and the atmosphere becomes stale; things fail to progress and the patients suffer...And yet no matter what view we may take the central figure in the hospital is, and should be, the patient"...

From DR. JAMES B. HERRICK dedication address  
of the Murdock Memorial Building, 1912

The Hospital today is a major, voluntary, general hospital of 837 beds and 85 bassinets. The Hospital serves as a major center for medical care, for teaching and for research. Approximately 30,000 patients spend 280,000 patient days each year under treatment and study by a part and full-time faculty-staff of over 300 and a house staff of 170. The prerequisite for staff membership is a faculty appointment in the Rush Medical College. The research areas buttressing the clinical activities include both major clinical and basic science investigation. By tradition, each patient in the hospital participates in the teaching program. The large number of beds assures adequate facilities so that within reasonable limits patients may be admitted regardless of source or comprehensiveness of economic support. Translated into action, this means that each patient has the concern of not only his attending physician but also of a graduate house staff and of students. The large and active staff composed of both part and full-time faculty members assures the presence in the hospital at all times of numbers of patients with all kinds of medical problems ranging from the acutely ill to the most complex diagnostic and therapeutic problems. Its purpose is to continue to build on the best of the distinguished tradition of the past to meet the ever-changing patterns of medical care, of teaching and of research.

## RUSH MEDICAL LIBRARY

The library, located in the Rawson Building, is the Rush Medical Library which has been maintained jointly by the College and the Hospital. The library is supervised by a competent staff of medical librarians.

There are approximately 53,500 volumes in the library, the files of 550 foreign and domestic medical journals, 2,250 volumes of rare medical books and 12,000 text and reference books embracing all fields of medicine. Current text and reference books are acquired at the rate of 2,300 annually. Together with the current copies of the journals, these current text and reference books keep the library continually abreast of medical progress.

#### PROFESSIONAL BUILDING

A number of the volunteer faculty staff have offices in the modern professional office building on the campus. Students have an opportunity to have assignments with these faculty members to learn the care of patients in a continuous, primary care system involving both the office and Hospital.

#### MILE SQUARE HEALTH CENTER - COMMUNITY MEDICINE

The Section of Community Medicine has developed a neighborhood health center known as the Mile Square Health Center which is funded by the Office of Economic Opportunity. The center is designed to render medical care to 25,000 residents of a defined geographic area. The emphasis is on a team approach, the experimentation with new methods for the delivery of care and the involvement of the community in health. Studies of utilization of health services, hospitalization rates and cost analyses are being carried out.

The Section of Community Medicine is devoted to the study of the delivery of comprehensive medical care. The special focus of this Section is in viewing the family in health and illness in relation to the social, psychologic, and economic aspects of medical care. In this regard it is especially interested in the organization of both the community and of medical care services. Patients of the Mile Square area are hospitalized by their physicians in the Hospital when necessary. This facility thus provides an excellent opportunity for students to learn about many important aspects of health care and its delivery in an inner city community.

## CURRICULUM

The course of study for medical students will be presented by interdepartmental "Task Forces" consisting of members drawn from the various departments of the College. From the time of entry it is the intent to have an interlocking program in scientific methodologies and experimental approaches, and an introduction to patients and their problems. It is expected that students will pursue different sequences of studies in their professional education with the guidance of their counselors. Opportunities and facilities for research in the biological and behavioral sciences, in clinical sciences and in environmental biology will be available in the various departments of the College. It is anticipated that graduate and post-graduate degrees will be awarded where appropriate.

Eighteen task forces are currently working on the curriculum. A possible program for the first two years appears on the following pages. Modifications of content and sequence but not concept may be anticipated as the task forces complete their work.

The curriculum available for the third and fourth years initially will be similar to the programs offered during the past many years under our previous academic affiliation to approximately 80 medical students in each of these years: basic and advanced clerkships in medicine, surgery, pediatrics, obstetrics, elective experiences in the medical and surgical subspecialties, in basic science departments and in community medicine.

## Graduate School Programs

The faculties of the basic science departments have been members of the corresponding departments of the University of Illinois. Thirty-five graduate students have carried out their research for the Ph.D. degree in the laboratories of Presbyterian-St. Luke's Hospital under the guidance of the faculty at this institution in the past 10 years. Rush-Presbyterian-St. Luke's Medical Center intends to establish its own graduate school and/or affiliate with other academic institutions. The faculty of Rush regard an appropriate graduate school framework for continuing to train Ph.D. scientists and for offering combined M.D. - Ph.D. programs as absolutely essential.

## PHASE I

### Goals:

- to provide an opportunity to learn the concepts prerequisite to the study of medicine for those students who, in a group with varied educational backgrounds, have not had the requisite experiences.
- to introduce and challenge the aspirant physician with patients in the professional environment.
- to introduce techniques of gathering data from patients who consult a health professional.
- to introduce the student to the techniques of independent study.

### Content:

In this phase are included the various subjects traditionally considered "basic" to the study of medicine and an introduction to clinical experience. The four task forces of Phase I are:

#### 1. Molecular and Cellular Biology

Concepts of biochemistry and cell biology  
Concepts of bacteriology, virology and parasitology  
Concepts of immunology  
Concepts of genetics and morphogenesis

#### 2. Tissue Biology

Concepts of gross and microscopic human anatomy  
Concepts of gross and microscopic human pathology

#### 3. Etiologies

Psychology, sociology, urban anthropology  
Epidemiology, statistics  
Ecology, economics

#### 4. Clinical Concepts and Professional Skills

Professional relationships  
Interviewing  
Care systems

Each student's background and accomplishments in the subject areas in each task force will be assessed and he will be assigned into one of three tracks:

Track X - no or minimal contact with subject; the student will be expected to take a full course in the subject.

Track Y - previous contact with satisfactory knowledge of subject; the student will be expected to take an advanced, shorter course, following which he may elect an advanced course.

Track Z - previous completion of the subject at a level equivalent to the course in the Medical College. The student may either omit the subject or take an advanced tutorial or research experience.

Phase I will be given during the fall quarter. For certain students with unusual backgrounds, special courses the preceding summer may be required. Courses above the Phase I level must be arranged by the student and his counselor.

Students who have completed the Phase I experience with the exception of Task Force 4 (Clinical Concepts) may be enrolled as Phase II students, beginning in a summer quarter, and may complete the requirements for the M.D. degree after twelve quarters in three calendar years. During their Phase II experience they will take Task Force 4.

## PHASE II

### Goals:

- to introduce the student to the structures and functions of the major organ systems in health and disease.
- to teach the skills of clinical evaluation in patients with respect to the symptoms and signs accompanying malfunctioning organ systems.
- to introduce the student to the study of illness as the consequence of the adaptive mechanisms to disordered internal and external environments.

### Content:

The twelve task forces of Phase II are:

- |                                     |           |
|-------------------------------------|-----------|
| 5. Growth, Development, Behavior    |           |
| 6. Cardiovascular                   | 1 quarter |
| 7. Respiratory                      |           |
| 8. Neuro-Sensory Communication      |           |
| 9. Endocrinology-Metabolism         | 1 quarter |
| 10. Control and Integrative Systems |           |
| 11. Hematopoietic                   |           |
| 12. Digestive                       | 1 quarter |
| 13. Cutaneous                       |           |
| 14. Reproduction                    |           |
| 15. Excretory                       | 1 quarter |
| 16. Locomotor-Musculo-Skeletal      |           |

The student will be able to approach each system in an integrated manner--to learn its structure and function under the guidance of faculty members from many bioscientific and clinical disciplines.

The twelve task forces are divided into three groups of three each; one group is given two quarters of the year. While not all courses are offered each quarter, there are certain prerequisites to each, these courses need not be taken in a particular sequence or all within a particular length of time. The student, with the counselor, may elect to take other courses after a quarter of a Phase II task force.

### PHASE III

#### Goals:

- to introduce the student to the concepts and techniques of therapeutic interventions.
- to introduce the student to "scientific medicine," the process of complete data collection for patients, the making of hypotheses to explain the data and the testing of hypotheses by critically conceived protocols.

#### Content:

The two task forces of Phase III are:

17. Therapeutic Concepts: clinical pharmacology and anesthesiology  
physical medicine and rehabilitation  
aseptic technique  
surgical technique
18. Basic Clerkship: In this interdepartmental experience the student will be expected to obtain complete historical and physical data from a variety of patients, to pose working diagnoses, to formulate protocols for patient study and to follow them through. The emphasis is on developing the ability to identify problems and the techniques to solve them in a systematic manner.

### PHASE IV

#### Goals:

- to provide clerkship experiences in continuous, primary care--home, office, acute hospital, and post-hospital care services for patients of varied socio-economic environments.
- to provide clerkship opportunities in secondary care-medical center experiences.
- to provide opportunities for advanced study in the biological and behavioral sciences.

#### Content:

The clinical and laboratory experiences in Phase IV are offered by the various departments of the College and Hospital. The student and his counselor will be expected to arrange these courses.

RUSH MEDICAL COLLEGE

ADMISSIONS

Applications for admission should be returned to the Office of Admissions, 1725 West Harrison Street, Chicago, Illinois 60612, during the fall of 1970. No action will be taken, however, until after the accreditation process is completed.

It is anticipated that the majority of applicants will have a personal interview. Such interviews will be arranged by the Committee on Admissions.

For admission to the first year class the student should anticipate completing no less than three academic years of college which include full year courses in inorganic and organic chemistry, mathematics, the social sciences and English. While no specific "premedical" courses are required, each applicant will be expected to have pursued more advanced courses in the physical, social, or biological sciences.

Students may also apply for admission with Advanced Standing beginning in September 1971.

Applicants for admission to the second year ordinarily should have received the PH.D. degree in an area of the biological or behavioral sciences and have completed some graduate course work in both fields. Each applicant will be considered individually in detail by the Admissions Committee, and, if acceptable, an appropriate individual program for a transitional second year will be recommended.

Applicants for admission with advanced standing to the third year class should anticipate graduation from a two year medical school in the spring of 1971. The procedure for application with advanced standing is similar to that for regular admission. An application for transfer with advanced standing to the third year class at Rush from another four year medical school will be considered only with a specific recommendation from the Dean of the student's school.

All applications for the second year and for the third year class must clearly be marked "For Advanced Standing."

Each applicant should:

1. Complete the application form (white) and attach photograph.
2. Complete the applicant's information sheet (blue).
3. Have results of the Medical College Admissions Test forwarded to the Committee on Admissions, Rush Medical College. Your college advisor will help you make arrangements or you may write to the Psychological Corporation, 304 East 45th Street, New York, New York 10017, for information.
4. Include an application fee of \$15. Checks should be made payable to Rush Medical College Admissions Office. The fee will be non-refundable and not applied to future costs.

## HEALTH SERVICE

Complete health services are available in the Student Health Service under the direction of the Physician for Students. The staff includes consultants from each of the clinical departments of the Hospital. Comprehensive hospitalization insurance, as members of the Center's group, will be provided. The cost of health insurance is included in "Tuition and Fees".

## TUITION AND FEES (per quarter)

<u>Illinois Residents</u>	<u>Non-Illinois Residents</u>
\$320*	\$850*

\*add \$24 for couple or \$36 for family health insurance

## ESTIMATED ADDITIONAL EXPENSES

Board and room, obtained by the student, may be estimated to be a minimum of \$550, books and supplies \$60, and recreation and incidentals \$90 for single students per quarter.

## REQUIREMENTS FOR GRADUATION

The M.D. degree from Rush Medical College will be granted upon satisfactory completion of twelve quarters of medical education, of which the final six quarters must be as a student enrolled in the College.

## HOUSING

The Medical Center maintains two furnished apartment buildings and a dormitory facility on its grounds for its personnel. Parking is available in the Medical Center parking lots near the buildings. In addition, the Medical Center holds a limited number of apartments in the new building constructed by the West Side Medical Center Commission adjacent to the Hospital area and anticipates additional buildings being built east of the Medical Center within the next two years in which major blocks of apartments will be available for students. The Medical Center will make every effort to assist incoming students who must live away from the Medical Center to find suitable housing through the availability of a housing bureau.

RUSH-PRESBYTERIAN-ST. LUKE'S MEDICAL CENTER

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